



TN

Department of
Education

Student Data Inventory

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Document Overview

[Public Chapter 905 §5 \(1\)](#), known as the Data Accessibility and Transparency Act, requires the state department of education to “create, publish, and make publicly available a data inventory and dictionary or index of data elements with definitions of individual student data fields currently in the student data system along with the purpose or reason for inclusion in the data system.” The purpose of this document is to comply with that provision of Public Chapter 905. Local education agencies (LEAs) will be referred to as local school districts in this document.

The following data systems utilized by the Tennessee Department of Education include student data as defined in Public Chapter 905.

- Easy IEP
- EdTools
- Education Information System (EIS)
- eTiger
- P20 Data System (Tennessee Longitudinal Data System)
- Tennessee Early Intervention Data System (TEIDS)
- Tennessee Meals, Accounting and Claiming (TMAC)

In addition, the following department programs collect student-level data or information as a part of their work.

- Coordinated School Health
- Early Childhood Education

The above systems and programs make up the body of student data collected by the department of education as used in the definition of data system in Public Chapter 905.

For each of these systems and programs, this document will outline the following information:

- System or program description or purpose
- Justification/authority for access to the data
- Student-level data elements collected in each system
- Description of the student-level data element collected in each system where not self-evident

Coordinated School Health

System Description/Purpose

The coordinated school health effort is designed to better understand the relationship between health (i.e., physical, emotional, and social) and academic outcomes for students. Coordinated School Health utilizes a systematic approach to promoting student health that emphasizes needs assessment, planning based on data, sound science, and analysis of gaps and redundancies in school health programming and evaluation. The state does not maintain a centralized data system for the Coordinated School Health effort, but requires that districts report aggregate data through the CHS Health Screening Tool. Student-level information is collected at the district level and does not flow to the department.

Justification/Authority

T.C.A. § 49-1-1002 establishes the office of Coordinated School Health.

T.C.A. § 49-1-1003(a) requires Local school districts that participate in the coordinated school health program to “submit a detailed plan of how the agency currently addresses the health needs of school children, who would serve as school health coordinator, and how the agency would use the state grant to augment what it is currently doing.”

T.C.A. § 49-50-1602 “requires that the departments of education and health shall jointly compile an annual report of self-administered medications and health care procedures to students served in all public and nonpublic accredited schools in the state” by Oct. 31 of each year. The report will also “include recommendations for meeting the needs for comprehensive school health.” T.C.A. § 49-1- 1003(c) states that information from Coordinated School Health will be used to comply with the report required in § 49-50-1602.

Student-level Data

To complete the reports required by T.C.A. § 49-50-1602, the department does not collect student-level data. In order to comply with § 49-50-1602, the Office of Coordinated School Health requires participating districts to complete the School Health Services Survey. The School Health Services Survey asks districts to provide the number of students that are screened for vision, hearing, body mass index, blood pressure, scoliosis, and dental health. Scoliosis and dental screenings are optional. In May 2015, the department revised the Tennessee School Health

Screenings Guidelines,¹ which outline the procedures used to conduct screenings. Parents may opt out of the screening. All school systems must develop a school district policy regarding student health information confidentiality. In addition, a confidentiality agreement form must be signed by anyone outside of the school system who performs school health screenings. Data from screenings are stored in local student information systems; no student-level data points are passed from local student information systems to the state—only aggregate counts.

The table below summarizes what screenings are administered, when they are administered, and the authority for administration.

Screening	Grades Administered	Authority
Vision	pre-K, K, 2, 4, 6, and 8	T.C.A. § 49-6-5004
Hearing	pre-K, K, 2, 4, 6, and 8	T.C.A. § 49-6-5004
Body Mass Index	At a minimum K, 2, 4, 6, 8, and one year in high school	Tennessee School Health Screenings Guidelines
Blood Pressure	pre-K, K, 2, 4, 6, 8, and one year in high school	Tennessee School Health Screenings Guidelines
Scoliosis	6	Tennessee School Health Screenings Guidelines
Dental	All schools are encouraged to screen students for oral health.	T.C.A. § 49-6-5004

Note: Scoliosis and dental screenings are encouraged but not required.

¹ Tennessee School Health Screenings Guidelines:
https://www.tn.gov/assets/entities/education/attachments/csh_school_health_screening_guidelines.pdf

Early Childhood Education

System Description/Purpose

The Voluntary Pre-K (VPK) program serves at-risk children who will be age four on or before Aug. 15 for the current school year. The VPK program prioritizes economically disadvantaged students for enrollment. In order to administer and manage VPK, school districts collect student-level data and report that data to the Education Information System (EIS).

Justification/Authority

T.C.A. § 49-6-106 prescribes the enrollment requirements for the VPK program, and the data collected is used to implement the requirements.

Student-level Data

The following data elements are collected at the student level: name, gender, language used at home, birth date, ethnicity, funding source, special education services eligibility, family eligibility for free or reduced-priced lunch, and economically disadvantaged status. In order to determine if the child meets the income thresholds for the program, parents complete the *Application to Determine Income Eligibility for the Voluntary Pre-K Program*. This form is different than the form collected for obtaining free and reduced-price lunch. In the form, parents provide the following information: name of student, social security number, date of birth, contact information, and a list of all adults and children living in the household along with their relationship to the child. Furthermore, the parent indicates if the student participates in any of the following programs: Early Head Start, Head Start, homeless, Temporary Assistance for Needy Families, Supplemental Nutrition Assistance Program, migrant, foster care, Federal Even Start Family Literacy, or if siblings met eligibility for free or reduced-price lunch. The applicant must also provide income verification.

EasyIEP

System Description/Purpose

EasyIEP is a web-based individualized education plan (IEP) system for special education management. The system is used to achieve federal and state reporting requirements.

Justification/Authority

The Individuals with Disabilities Education Act (IDEA), Title IB, Section 614 (d)(1)(A)(i), defines IEPs that must be completed for all students with disabilities. Section 614 identifies the specific components that must be included in the IEP. The U.S. Department of Education provided regulations for complying with IDEA in 34 CFR 300.320 through 300.324.

T.C.A. § 49-10-603 states that “the department of education shall enforce the federal Individuals with Disabilities Education Act, compiled in 20 U.S.C. 1400 et seq., and state special education laws.”

Student-level Data

The EasyIEP system includes the following data elements.

Data Element	Description
Student Information	
Student ID/State ID	
First, Middle, Last Name	
Age	
District & School of Service	
Date of Birth	
Primary/Secondary Disability	
Gender	
Race/Ethnicity	
Medicaid Number	
Primary Option	Funding option that is generated based on the data input on the Services Page in the IEP Process
Secondary Option	
Option Begin Date	Applies to both primary and secondary options.
Option End Date	Applies to both primary and secondary options.
Place of Birth	
Notes	Text field to list any notes for the student.

Student Events	
Academic Year	
Event Type	
District & School Where the Event Occurred	
Program	Identifies the category, or program, of the event; valid values include: IEP event, 504 event, LEP event, early childhood event, and other
Beginning & Ending Age of the Event	Age of the student when the event began or ended
Instructional Language & Primary Language	
Length of Day	
IEP	
IEP Annual	Determine whether the IEP event being created is an annual document – Radio button is selected
IEP Addendum	Determine whether the IEP event being created is an addendum document – Radio button is selected
Parents	
Parent/Guardian Name	
Relationship to Student	
Home Phone Number	
Work Phone Number	
Cell Phone Number	
Student Lives Here	Yes or no field
Guardian Responsibility	Yes or no field
Include on IEP team	Yes or no field
Address	
Email	
Comments	Text field if notes need to be captured
Goals and Objectives	
Goal Type	A classification of what portion of EdPlan the goal pertains to; valid values are: Special Ed (from EasyIEP Goals & Objectives), Transition (from EasyIEP Transition), and RTI ²
Goal Area	The area of need for the student
Objective	A description of the student's objective

Goal	A student's assigned annual goal for improvement
Target Percentage	Percentage of student success expected to have been accomplished toward the objective by the objective end date
Identifier for Extended School Year Valid Goal	Yes or no field: If yes, the goal will be valid during the extended school year
Number of Objectives	Number of objectives relating to a student's goal
Person Responsible	The person or position responsible for a student's assigned goal
Program Modifications	Notes on any program modifications or supports for school personnel for a student's assigned goal
Begin & End Date	The date that the objective will become active for the student's goal and the end date for objectives associated with the assigned goal
Evaluation Procedure	The name of the evaluation procedure used for assessing the student objective (e.g., standard tests, teacher observation, data collection, or teacher-created tests)
Narratives	
Student Strengths	
Parent Education Concerns	
Disability Impacting General Education Progress	Description, if any, of how the student's disability affects the student's involvement and progress in the general curriculum
Medical Information Summary	Summary of the student's medication information

Indicators for whether the student has any of the following IEP Special Factors: Language, Blind, Braille Instruction, Communication Needs, Deaf or Hard of Hearing, Assistive Technology, Behavior	
Present Levels	
Assessment Area	The main area of the assessment; typically areas are associated to each area of disability and in addition there are areas of vocational and gifted
Assessment Name	
Assessment Area Current Performance	Summary of performance in assessment area
Assessment Area Impact Statement	Define how disability impacts ability to master grade level standards
Assessment Administration Date	
Exceptional Status	Is the student exceptional for student's subject area assessment
Assessment Score Values	
Alternate Assessment	
Participation Criteria	To determine if student qualifies for alt assessment
Sources of Evidence	Used to determine if student qualifies
Student Eligible	
Accommodations	
Area	The area of participation
Participation Level	The level of participation the student will have with the area and whether or not accommodations are required
Accommodation/Modification	Accommodation/modification selected

Services	
Service Type	The type of service; valid values include: special education services, Supplemental aids and services, Section 504 services, transportation services, related services
Service	The service that the child received or is scheduled to receive
Frequency	A field that combines the number of sessions and the session time interval
Duration	A description of the number of sessions per time interval and the length of the session of the service provided to the student
Session Length	The length of time that the service is provided to the child
Time Unit	The time unit for calculating the length of each session
Service Beginning & Ending Date	
Case Manager Given Consultation *Usually the special educator is the case manager	Yes or no field: indicates whether or not the case manager will receive consultation from another provider to provide services to the student; this is a consultation between teachers, not direct consultation with a student
Will the service be valid in the extended school year?	
Service Narrative	
Service Area	
Provider Responsibilities	
Begin & End Date of Doctor Authorization for Service	
Provider	The name of the provider of the special education service

Transition Services	
Goals in areas of: employment, post-secondary training, independent/supported living, and community involvement	
Courses of study for grades 9-12	
Transition Services	Break out the date range, service area, activities, and responsibilities
Consideration of student interests	
Documentation of other agency participating in planning	
IEP Team	
Case Manager	Student's teacher
Other team members who can access IEP	Select from dropdown menu
Eligibility	
Special Education Referral Date	Date student is referred for special education evaluation
Special Education Consent Date	Date of initial consent for eligibility determination
Special Education Consent Source	Source of initial consent for eligibility determination for special education evaluation
Special Education Re-Determination Date	Date of re-eligibility determination
Special Education Eligible	Yes or no field: indicates whether or not the student is determined eligible for special education services
Last IEP Date	Reflects a student's last IEP event date
Projected IEP Date	Reflects a student's projected IEP date

Adaptive Level Psychologist	Reviewer of student files indicates that the student has a significant deficit in cognitive and adaptive level (this is determined by a psychologist completing a file review)
RTI ² Evaluation for SLD Documentation for: Problem and Parent/Teacher Input, Background Information, Tier I-III Intervention, Special Education Intervention, Evaluation Procedures, Assessments, Diagnostic Impressions, and Recommendations	Completed on its own tab only for those students who are being evaluations for SLD
Alternate Assessment Eligibility, Including: Psychologist Completing Review, Cognitive Test Data, Adaptive Behavior Test Data, Current Level of Functioning, and Does Student Have Cognitive Impairment	
Reevaluation Summary Report, Which Includes: Observation Documents, Background Data, Previous Eligibility Data, and Current IEP Data	
Early Childhood Transition	
Notification/Referral Source	Source of notification or referral for TEIS services
TEIS Referral Date	
TEIS Parent Consent Date to local school district	Date parent or guardian gave consent for TEIS services
IFSP Eligibility Date	Eligibility date for an Individualized Family Service Plan
Eligibility Determination for IFSP Services	Eligibility determination for an Individualized Family Service Plan
IFSP Notification/Referral Date	Notification/Referral for an Individualized Family Service Plan

Cognitive Developmental Delay Description	Description of cognitive developmental information including percent cognitive delay
Developmental Delay Communication	Description of communication developmental information including percent of cognitive delay
Motor Developmental Delay Detail	Description of motor developmental information including percent cognitive delay
Self-Help Developmental Delay Detail	Description of self-help/adaptive developmental information including percent of cognitive delay
Social Emotional Developmental Delay Detail	Description of social emotional developmental information including percent of cognitive delay
Positive Social Skills TEIS Outcome Rating	Rating scale for TEIS Outcome 1- Positive Social Emotional Skills
Acquiring Knowledge TEIS Exit Rating	Rating scale for TEIS Exit Outcome 2 - Acquiring Knowledge and Skills
Social Emotional Skills Progress	Description of progress made in positive social emotional skills
Actively Meeting Needs TEIS Exit Rating	Rating scale for TEIS Exit Outcome 3 - Taking Action to Meet Needs
Taking Action to Meet Needs Progress	Description of progress made in taking action to meet needs
Restraint and Isolation	
Restraint/Isolation	Select whether incident is a restraint/isolation
School of Incident	
Student Information	

Date of Incident	
Staff Restraining/Isolating Student	Must also specify whether staff certified to restrain
Staff Involved/Witnessing Student	
Principal Notification Information	Includes reporting date and time of notification
Parent Information	Includes reporting date and time of notification
Start and End Time of Incident	
Antecedents	Events proceeding incident
Student Demeanor	After incident's conclusion
Did Student Die?	Yes or no field
Did Staff Die?	Yes or no field
Was Student Injured?	Yes or no field
Was Staff Injured?	Yes or no field
If Isolation, space 40 square feet	Yes or no field
Property Damage	Yes or no field
Notes	

EdTools

System Description/Purpose

To populate the necessary data from EIS onto assessment materials for students and to facilitate the teacher/student data linkage necessary for value-added analysis, the state contracts with RANDA Solutions to manage and support EdTools. EdTools is used to manage the administration functions necessary to carry out the Tennessee Comprehensive Assessment Program (TCAP). The EdTools platform allows end-users (i.e., district and school testing coordinators) to order and ship assessment documents, prepare student testing answer documents, verify student demographic verification, complete teacher-student connection, and obtain assessment scores for the purpose of students' final grades. Student-level data points are not collected or entered into EdTools, but rather migrated from EIS to EdTools for the purpose of assessment administration.

Justification/Authority

In order to carry out the state's responsibilities under Section 1111(b)(2) of Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301), the state must administer a statistically valid and reliable assessment. T.C.A. § 49-1-602 through § 49-1-613 refers to these assessments as the Tennessee Comprehensive Assessment Program (TCAP). In order to comply with state laws, several steps must be executed, such as ordering and shipping of assessment documents², preparation of student testing answer documents³, student demographic verification⁴, teacher-student connection⁵, and release of quick scores⁶. EdTools is

² Assessment documents include the test booklets and student answer documents.

³ The state must comply with Section 1111 (b)(2) of Title I of the Elementary and Secondary education Act of 1965 (20 U.S.C 6301) that requires states to set annual measurable objectives for all students and in the following subgroups: economically disadvantaged, racial/ethnic minorities, students with disabilities, and English Language Learners. In addition, T.C.A. § 49-1-602 pertains to the placement in improvement status for schools and Local school districts and requires that the department of education set achievement and gap closure targets to achieve this purpose. In order to carry out these provisions and streamline the workload on districts during the time period in which assessments are administered, answer documents are pre-identified with the student demographic information including name, state ID, race/ethnicity, and gender ahead of the testing administration. Schools input this information into their local student information systems (SIS), which migrates to the state education information system (EIS). Districts confirm the accuracy of the data entered, and the data are migrated to answer documents by computer instead of by hand.

⁴ Student demographic data can be reviewed and edited before the testing window

⁵ Teacher student connection allows teachers to claim students for the purpose of the Tennessee Value-Added Assessment System (TVAAS). T.C.A. § 49-1-603 establishes the value added system. T.C.A. § 49-1-605 requires that results from TVAAS be released by July 1 of each year.

⁶ T.C.A. § 49-1-617 and State Board Rule 0520-01-03-.06(D) outline TCAP results as a proportion of the student's final grade. Scores used for these purposes are referred to as "quick scores."

used to streamline that process for greater efficiency and accuracy.

Student-level Data

EdTools includes the following data elements (outlined on the following page).

Data Element	Description
Student Name	
Student State ID	
Gender	
Birthdate	
Special Education Indicator	Indicates how many hours of special education services a student receives in three categories: less than four hours per week, 4 to 22 hours per week, 23 or more hours per week
Race	Options include Black, American Indian, Hawaiian or Pacific Islander, Asian, and White
Functionally Delayed	
Gifted	
Code AB	Indicates whether a student receives free or reduced price lunch
Title I	Indicates whether a student participates in a School Wide Title I Program or a Targeted Assistance Program
Ethnic Origin	Indicates whether a student is Hispanic or Non- Hispanic
Migrant	Indicates whether a student participates in the federal migrant program (i.e., Migrant Education Program)
English Language Learner (EL)	Indicates whether a student is receiving English learner services or is a Transition 1 or Transition 2 student

Career Technical Education (CTE)	Indicates whether a student participates in CTE courses
Grade	
Content Area	Identifies subjects for which the student is testing
Proficiency Level	Identifies the student's final criterion reference score: Mastered, On Track, Approaching, or Below
Quick Score	Identifies the student's final raw score for the purpose of assigning student grades

Education Information System (EIS)

System Description/Purpose

In accordance with T.C.A. § 49-1-209, the Education Information System (EIS) was developed as a manageable, centralized repository of information to provide accurate student and staff data necessary for the management of schools and the allocation of state funds for educational purposes. The system has the capability to accept and process data received from student management software packages operated at the local level. EIS serves as the primary repository of information within the department and most data reporting is derived from the system.

Justification/Authority

T.C.A. § 49-1-209 authorizes the commissioner of education to prescribe a management information system through which local school systems maintain, record, and report information to the department and information for internal school and system management.

Student-level Data

A comprehensive list of all data elements, along with the data dictionary, are publicly available [here](#).

<https://www.tn.gov/education/topic/education-information-system-eis>

eTiger

System Description/Purpose

eTiger allows the department to collect data pertaining to college, career and technical education (CCTE). EIS student demographic and enrollment information is displayed to eTiger for career and technical education (CTE) directors and teachers at the local level to report and then attest student class performance data into eTiger.

Justification/Authority

Section 113 of the [Carl D Perkins Career and Technical Education Act of 2006](#) (Public Law 109-260) requires that recipients of grant funds “establish and support state and local performance accountability systems... to assess the effectiveness of the state and the eligible recipients of the state in achieving statewide progress in career and technical education, and to optimize the return of investment of Federal funds in career and technical education activities.” In order to comply with this section, the department established the eTiger system.

Student-level Data

eTiger includes the following data elements.

Data Element	Description
Name	
Race/Ethnicity	
Gender	
State ID	
Grade	
Indicator for Student with Disability	Title I, Section 113, 2 (A) of the Perkins Act requires that “each eligible agency that receives an allotment disaggregate data for each of the indicators of performance under subsection (b)(2) for the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965 and section 3(29) that are served under this Act.
Indicator for Students with Economic Disadvantage, including Foster Children	

Indicator for Students with Limited English Proficiency	Section 3(29) defines special populations as individuals with disabilities, individuals from economically disadvantaged families, including foster children, individuals preparing for non-traditional fields, single parents, including single pregnant women, displaced homemakers, and individuals with limited English proficiency.
Indicator of Migrant Students	
Indicator of Student as Single Parent	
Concentrators	A concentrator is a student who completed three or more CTE courses in a program of study. When a student completes the third CTE course in a program of study, the teacher will be able to indicate that this student is a concentrator in one of the concentrator areas. For CTE's current programs of study, refer to the CTE website .
Student Certificates	Indicator representing whether the student earned an industry certificate
Competency Rubric Data	Student performance is determined by evaluation on the <i>Tennessee Career and Technical Education Competency Rubric</i> .
Dual Credits & Dual Enrollment	Early postsecondary credit earned and institutions enrolled in by the student
Earned Credits	Number of credits for courses to determine the program of study
Class Data Attestations	Indicates where a class teacher attested to the accuracy of data submitted for the students
Follow-up Data	Survey data on the placement of CTE concentrators six months after graduation—including employment, postsecondary education, advanced training, and military

P20 Data System (Tennessee Longitudinal Data System)

System Description/Purpose

In 2010, through its Race to the Top application, the state proposed a longitudinal data system, now named the P20 data system. It was previously referred to as Measure Tennessee or Tennessee Longitudinal Data System. P20 centralizes data already collected by three partner state agencies: the Tennessee Department of Education (TDOE), the Tennessee Higher Education Commissioner (THEC), and the Tennessee Department of Labor and Workforce Development (TDLWD). Additionally, data from the following agencies is also in the process of being incorporated: the Tennessee Department of Children's Services (DCS), the Tennessee Department of Human Services (DHS), the Commission of Tennessee Economic and Community Development (ECD) and Tennessee Independent Colleges and Universities Association (TICUA). P20 will provide a longitudinal look at education performance from early childhood to K-12, through postsecondary, and into the workforce. Through P20, partner agencies can produce integrated data dashboards that will allow users to view how well K-12 district and schools prepare their students for postsecondary education. In addition, users will be able to evaluate how well attending postsecondary institutions prepares their students for careers.

It is important to note that the longitudinal data system does not involve the collection of any new data. All of the data elements that are part of the state's longitudinal data system have been collected by the partner agencies prior to the implementation of P20 for the purpose of state and federal reporting and analysis. The goal of P20 is to centralize and link data longitudinally. Collection, linking, reporting, and data-sharing policies are subject to all applicable federal and state laws.

Justification/Authority

Tennessee's 2010 receipt of the Race to the Top Grant award required the state to implement the longitudinal data system as stated above. T.C.A. §49-1-209 provides the commissioner of education with the legal authority to manage data collected from local school districts. T.C.A. § 49-1- 209 authorizes the commissioner of education to prescribe a management information system through which local school systems maintain, record, and report information to the department and information for internal school and system management.

Student-level Data

TDOE submits only data that has been previously collected for the purposes of federal or state reporting to P20. Data elements are collected at the local level when students register for school, are entered into local student information systems, and are then migrated to the state's education information system (EIS). Data elements collected and submitted to P20 from TDOE include the following elements for students: name; student identifier; demographics (race, gender, economically disadvantaged status, English learner status, special education status); enrollment data (district and school, dates of enrollment or withdrawal, completion or withdrawal codes); attendance data; assessment results; discipline records; and whether the student participated in CTE services or special education services.

The Tennessee Higher Education Commission (THEC) submits data collected at the point of class registration or the point of application for student financial aid at the higher education institution level. Data collected includes name; student number; demographics; admission criteria; enrollment records; credit accumulation; information from the national clearinghouse on student enrollment in out-of-state postsecondary institutions; and student financial aid information. In addition, data that identifies the higher education institution is submitted to the system. Finally, THEC submits data from the teacher preparation institution's report card.

The Tennessee Department of Labor and Workforce Development (TDLWD) includes data on unemployment claims; wages; adult education/GED; workforce investment; job services; trade; and labor market statistics into the P20 system.

Tennessee Education Intervention Data System (TEIDS)

System Description/Purpose

The Tennessee Early Intervention System (TEIS) links families with support and services to help them work with children that have a disability or that are developmentally delayed. The program manages the Tennessee Early Intervention Data System (TEIDS), a web-based system that collects data on infants and toddlers from birth through two years of age with developmental delays or disabilities and their families. TEIDS is used to collect and monitor data on eligible⁷ children that have a disability or are developmentally delayed⁸, at birth through two years of age, as they move through the educational system. TEIDS provides information in order to comply with federal and state compliance reporting. In addition, an Individualized Family Service Plan (IFSP) is completed for the child and stored in the TEIS.

Justification/Authority

TEIS is a federal and state-funded program through the Individuals with Disabilities Education Act (IDEA), Part C. (U.S.C. 1471-1485).

T.C.A. § 49-10-702 authorizes the State Board of Education to “plan and develop a statewide system of coordinated, comprehensive and multidisciplinary, interagency programs for infants and toddlers with disabilities and their families.” In addition, § 49-10-702(14) calls for “a system for compiling data on the number of infants and toddlers with disabilities and their families in this state in need of appropriate early intervention services, which may be based on a sampling of data, the numbers of infants and toddlers and their families served and the types of services provided, which may be based on a sampling of data.”

Student-level Data

TEIDS includes the following data elements.

⁷ A child is eligible for TEIS services if the child is diagnosed with a certain disability or if the child test results show that they have a 25% delay in two major developmental areas- motor, communication, cognitive, social, or adaptive, or a 40% delay in one of the two areas.

⁸ Developmentally delayed means that a child is far behind other children in one or more major skill areas: motor, communication, cognitive, social, or adaptive.

Data Element	Description
Child Demographics	
Name	
Social Security Number	Note: Parents may choose not to provide this information.
Date of Birth	
Gender	
Race	
Residence	
Language	
Local School District	
Siblings	
Contact Information	
Notification	
Referral Source	
Previous Screening or Service	
Contact Dates	
Screenings	
Procedures	
Agencies	
Results	
Health	
Primary Care Physician	
Medications	
Health Forms	
Immunizations	
Parental	
Name	
Address	
Relationship to the Child	
Contact Information	
Occupation	
Employer	
Education Level	
Date of Birth	

Financial	
Private Insurance/Public Insurance	
Contact	
Communication Details with the Family	
Evaluation	
Assessment information on health, vision, hearing, and developmental areas such as motor, cognitive, communication, self-help, and social-emotional.	
Eligibility	
Diagnosed conditions and developmental evaluations	
Transitional	
Meeting details on transferring child to local education agency and exiting information	
Child Outcome	Child assessment information before and after the TEIS program
Individualized Family Service Plan (IFSP)	Complete breakdown of IFSP listing family concerns, family resources, meeting information, development levels, goals, and services planned and delivered

Tennessee Meals, Accounting, and Claiming (TMAC)

System Description

The Tennessee Meals, Accounting, and Claiming (TMAC) system is used to gather all information required for the operation of the following programs: National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Summer Seamless Program, and Fresh Fruit and Vegetable Program. It allows school districts and school food authorities, including residential and child care institutions, to apply for the programs, download data and materials necessary to operate the program, apply for monthly reimbursement, complete verification, share data for administrative reviews, and submit financial data.

Parents and guardians complete forms at the local level for free or reduced-price lunch. Students receive free or reduced-price lunch based on family income. Students whose families participate in the Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF); who are part of the foster care system; or who are classified as homeless, migrant, or runaway by their local district automatically receive free lunch.

Justification/Authority

42 U.S.C. 1857⁹ authorizes participating state educational agencies to disburse funds for the school lunch program. The state takes into account need and attendance and determines eligibility in the school lunch program.

42 U.S.C. 1769(c) requires state educational agencies to comply with nutritional requirements, ensure compliance through reasonable audits and supervisory assistance reviews, and make audits and final results of audits public on request in an easily understood manner.

T.C.A. § 49-6-2302(b) requires that each school board establish a school lunch program in every school under its jurisdiction. T.C.A. § 49-6-2303 gives the commissioner of education the authority to recommend (and adopt) rules to the State Board of Education for the lunch and breakfast program. T.C.A. § 49-6-2303(5) authorizes “the establishment of a uniform reporting system for the collection and compilation of data” for the lunch and breakfast programs.

⁹ <http://www.fns.usda.gov/sites/default/files/NSLA.pdf>

[State Board of Education Rules Chapter 0520-1-6, Child Nutrition Programs](#), adopts the federal regulations which govern child nutrition programs, outlines the schools eligible to receive federal assistance for child nutrition programs, and states the minimum requirement for each participating school.

Student-level Data

TMAC does not collect any new data elements, but makes the following data elements available to local school districts for the purpose of identifying students' eligibility for school meal programs, based on their participation in other programs including SNAP, TANF, Medicaid, and foster care. The data elements made available based on the participating program are included below.

SNAP & TANF	Foster Care
County Code	County Code
Student Social Security	Student Social Security
Student Name	Student Name
Case Number	Case Number
Date of Birth	Date of Birth
Guardian Name	Guardian Name
Address	Address
City	City
State	State
Zip	Zip
Indicator of SNAP or TANF	Effective Date of Eligibility
Effective Date of Eligibility	